



Natural Resource and Environmental Economics NA0165, 20088.2223

7.5 Hp

Pace of study = 50%

Education cycle = Basic

Course leader = Tabaré Capitán Jiménez

Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

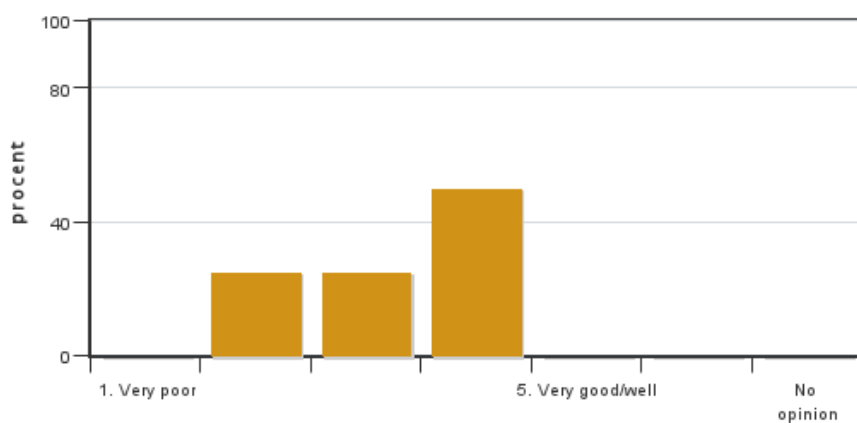
Answers 4

Number of students 17

Answer frequency 23 %

Mandatory standard questions

1. My overall impression of the course is:

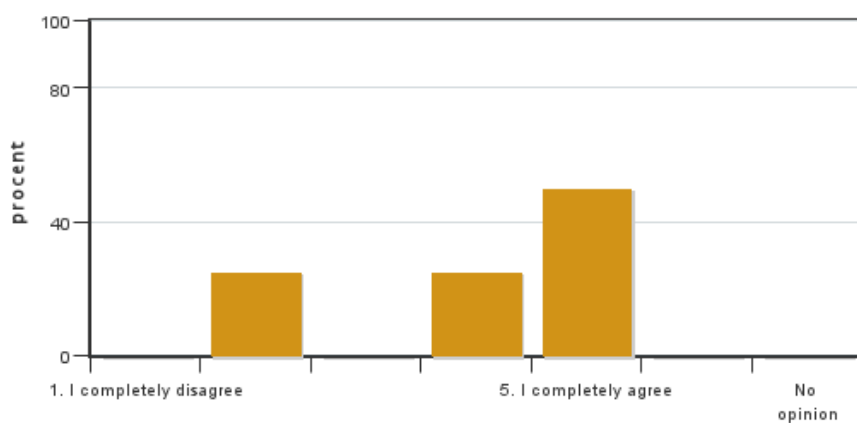


Answers: 4
Medel: 3,3
Median: 3

1: 0
2: 1
3: 1
4: 2
5: 0

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.



Answers: 4
Medel: 4,0
Median: 4

1: 0
2: 1
3: 0
4: 1
5: 2

No opinion: 0

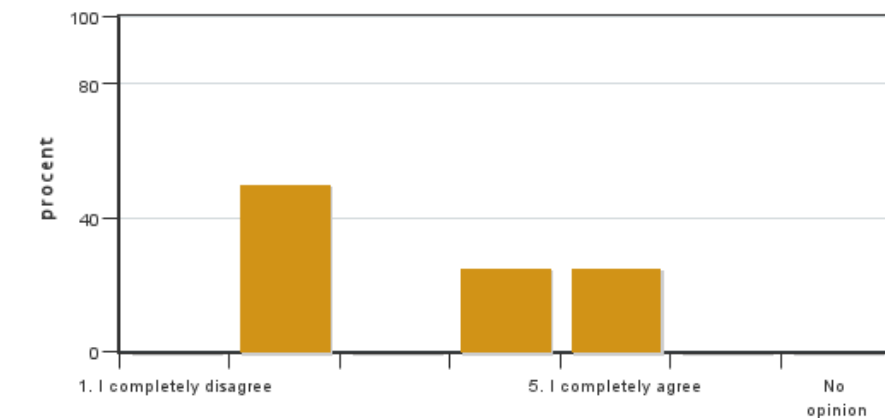
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 4
Medel: 4,5
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 2
No opinion: 0

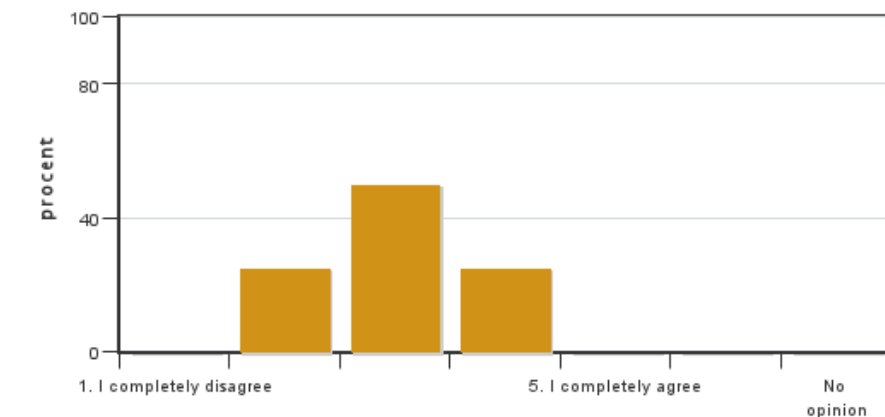
4. The information about the course was easily accessible.



Answers: 4
Medel: 3,3
Median: 2

1: 0
2: 2
3: 0
4: 1
5: 1
No opinion: 0

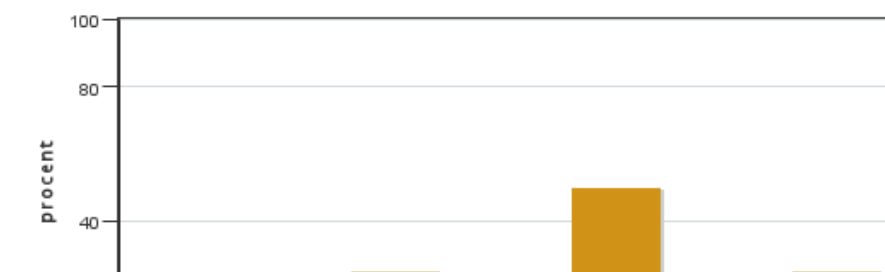
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 4
Medel: 3,0
Median: 3

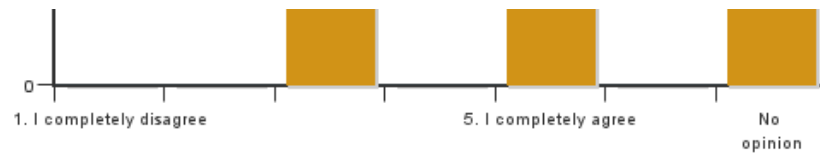
1: 0
2: 1
3: 2
4: 1
5: 0
No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



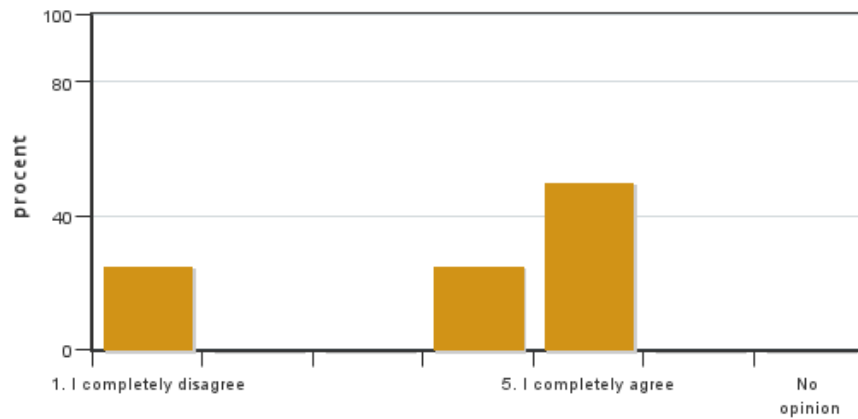
Answers: 4
Medel: 4,3
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 2



No opinion: 1

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

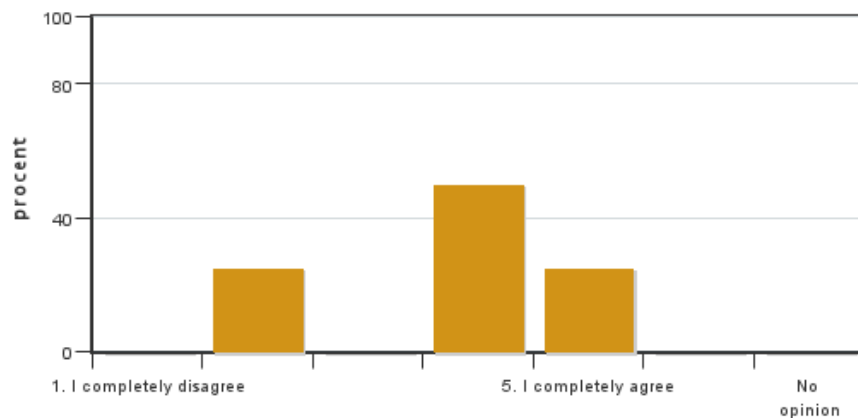


Answers: 4
Medel: 3,8
Median: 4

1: 1
2: 0
3: 0
4: 1
5: 2

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

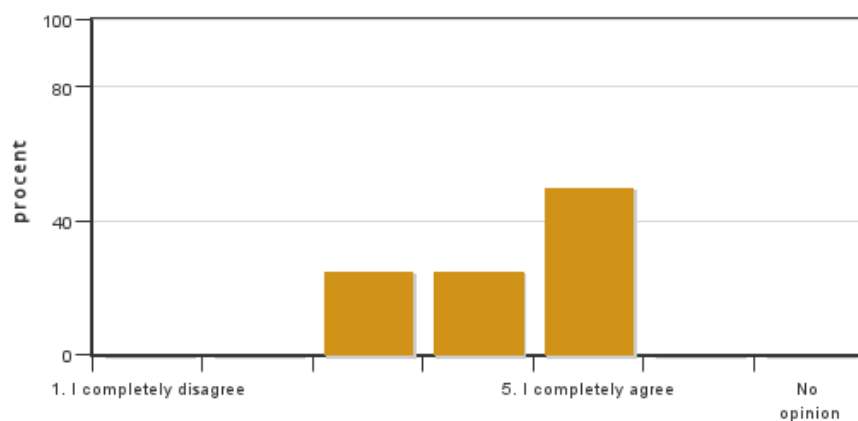


Answers: 4
Medel: 3,8
Median: 4

1: 0
2: 1
3: 0
4: 2
5: 1

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

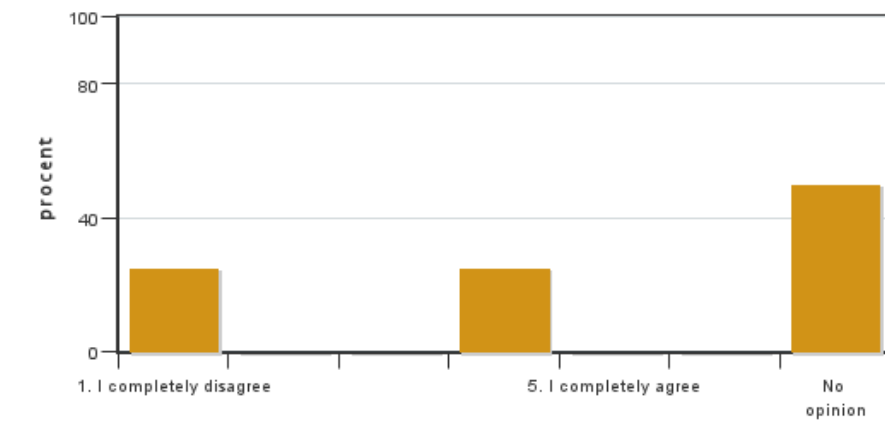


Answers: 4
Medel: 4,3
Median: 4

1: 0
2: 0
3: 1
4: 1
5: 2

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

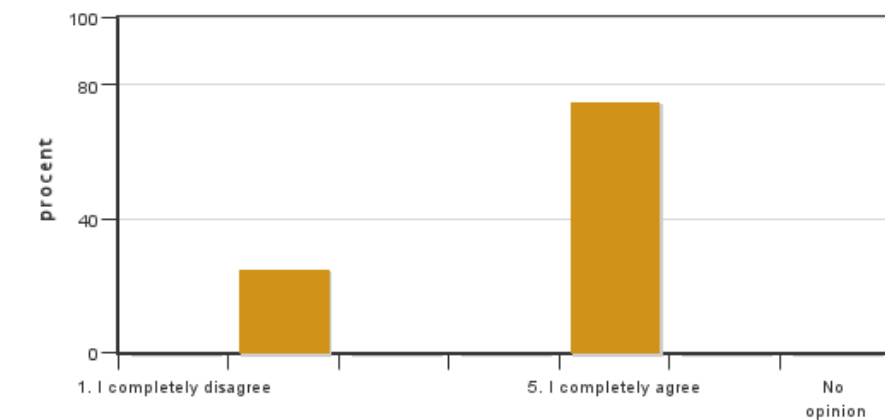


Answers: 4
Medel: 2,5
Median: 1

1: 1
2: 0
3: 0
4: 1
5: 0

No opinion: 2

11. The course covered international perspectives.

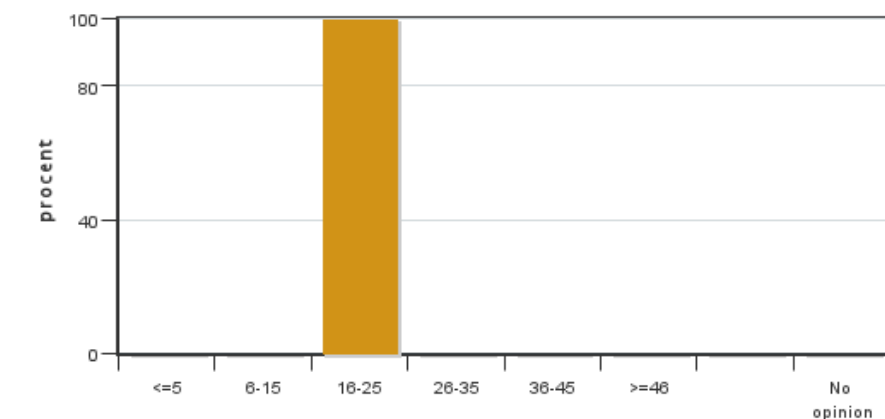


Answers: 4
Medel: 4,3
Median: 5

1: 0
2: 1
3: 0
4: 0
5: 3

No opinion: 0

12. On average, I have spent ... hours/week on the course (including timetabled hours).

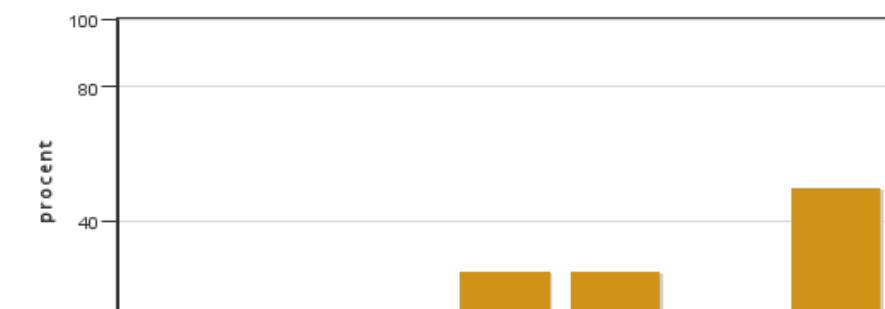


Answers: 4
Medel: 20,0
Median: 16-25

≤5: 0
6-15: 0
16-25: 4
26-35: 0
36-45: 0
≥46: 0

No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 4
Medel: 4,5
Median: 4

1: 0
2: 0
3: 0
4: 1
5: 1

No opinion: 2



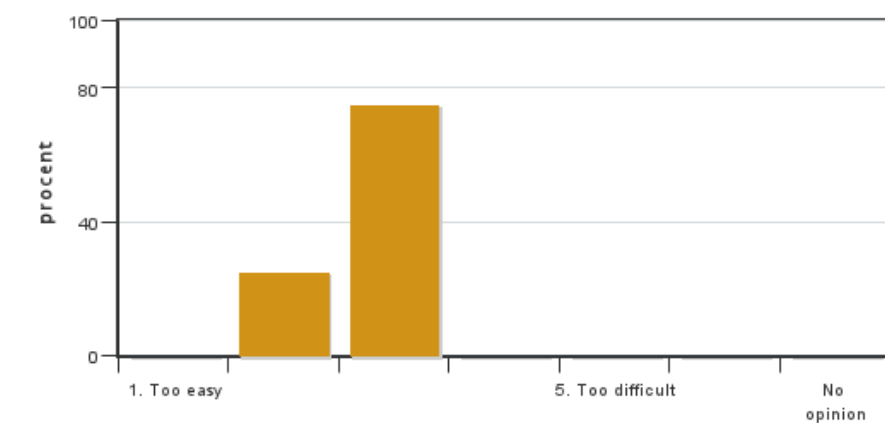
14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. Are there topics we did not cover that we would have liked to cover? If so, which topics?

16. Was the exam...



Answers: 4

Medel: 2,8

Median: 3

1: 0

2: 1

3: 3

4: 0

5: 0

No opinion: 0

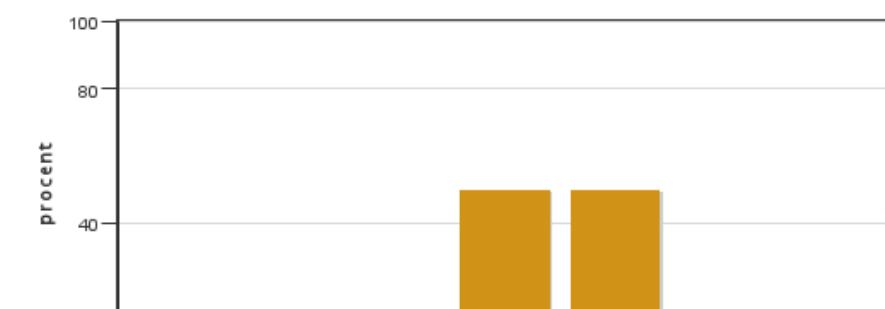
17. What would you change about the course?

17. How many lectures did you miss?

17. For the sake of the learning of students taking this course next year, I would like to ask you to not share any of the materials of this course (i.e., lectures, exam, project) with anyone.

Please write "Yes" to acknowledge that you read this request.

17. Based on your experience, how important is attendance for this course?



Answers: 4

Medel: 4,5

Median: 4.5

1: 0

2: 0

3: 0

4: 2

5: 2

No opinion: 0



Course leaders comments

On the first day of class I tell students that **all they need to do to pass this course is to come to class regularly and to pay attention. Nothing else.** (To be clear, paying attention does not include coming to the classroom to attend personal matters on the computer.) Almost without exception, those who follow the two simple instructions passed and those who did not failed the course. Same last year. **Keep this in mind if you plan to take this course in the future.**

Unfortunately, there seem to be an idea among students that enrolling in the course gives them the right to pass, even without attending lectures. That is a wrong belief. **For the sake of prospective students, let me clarify that this course is in-person and there is no substitute to attending classess.** You may pass or you may fail, that's up to you. Do know that if you enroll and do not plan to come and pay attention in most classes, you are trying to beat the odds. Almost no student manages to do so.

Regarding the comments, which are to be interpreted with a grain of salt as they represent 4 out of 17 students, I'll focus on two issues. First, the content is perceived as repetitive. While it might be true that there is overlap between the contents of this course and a previous one, during the lectures or examinations, there is nothing that suggest students already know the material. Second, students ask for more exercises and practice. In this course I provided only three very simple models to solve, I solved the one model I included in the exam no less than 6 times on the board, and yet almost no student was able to answer correctly in the exam. This means that more practice can only lead to more memorization of how to solve the model, which is not the goal. My interpretation is that students, in general, lack the basic background to approach environmental and resource economics as applied microeconomic theory. Given that providing such background is well beyond the scope of the course, I have emphasized a less formal approach in which I emphasize intuition. If you are a student who is ready to use a formal approach, I am happy to complement the course with personalized material for you.

Finally, I'd like to address one common complaint. I provide slides, which are a complement and not a substitute to the lecture, after I've introduced the content. Students consistently say this is bad for their learning. However, the advice I get from more experienced peers and my own experience is the opposite. Providing the slides before the class reduces engagement and attendance. Plus it constraints leveraging suspense and surprise as a tool for better lectures. Furthermore, the little academic research I have seen supports that providing slides prior to the lecture is bad for the students' learning. Thus, at the risk of being labeled as paternalistic, I see no reason to change.

On my side, this is still a course in development. For the third iteration of the course I plan to improve the structure of the course and to bring an applied environmental economist as a guest lecturer to provide students with a view from the field. I also plan to better integrate biodiversity loss to the syllabus.

Student representatives comments

No comments from the student representatives